



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

9450 W. Encanto, Phoenix, AZ 85037

Tolleson Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Performing
2002-03 New School
2001-02 N/A

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. James Dean
Schedule : 7:30 AM to 3:30 PM
Grades : K-8
2004 Enrollment : 1122
Web Address : www.tesd.k12.az.us
Phone Number : (623) 907-5270
Fax Number : (623) 907-5271
E-mail : jdean@tesd.k12.az.us

Mission

The mission of Sheely Farms Elementary School is to empower students to become great readers, writers, critical thinkers, and problem solvers in order to ensure success both in school and throughout the future.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Increased student achievement for all students.
- ü Develop and instill a lifelong enjoyment for reading.
- ü Develop mathematical abilities to allow all students to become proficient critical thinkers in order to solve problems encountered in school as well as throughout the future.

Enrollment

October 1, 2003 School Year Student Enrollment : 799
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 100

Sheely Farms Elementary School

Instructional Programs

- ü Intensive Language Arts Development
- ü Hands-On Math Program
- ü Cultural Awareness and Celebration
- ü Citizenship Through Daily Activities
- ü Character Education

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/2/2004
Last Day of School :	6/10/2005

Shared Responsibilities

School

Sheely Farms Elementary School has the responsibility to openly communicate with the parents of our students regarding academic, behavioral, and social progress of the students in a regular and timely basis.

Parents

The responsibilities of the parents of students at Sheely Farms Elementary School include a partnership with the school to provide the best learning experience possible. This includes meeting regularly with their children's teacher.

Transportation Policy

Sheely Farms Elementary School is dedicated to student safety. Therefore, the school provides transportation opportunities to students who must cross 91st Ave. and live in the identified area for bus routes.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Walmart Teacher of the Year Recipient	2004
ü PTSA Largest New Unit in Southwest Maricopa	2001

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	108	234	75509	100	100	100	509	497	521	8	18	13	37	34	23	39	32	33	15	16	31
All Students (Prior Year)	102	219	75372	98	100	100	490	493	523	20	22	9	42	36	25	23	28	36	15	14	30
Female	60	121	37013	100	100	100	513	505	522	6	10	12	38	38	24	38	32	33	18	20	31
Male	48	113	38430	100	100	99	504	488	521	12	27	14	36	30	22	40	32	33	12	11	31
African American	15	18	3660	100	100	99	503	489	496	8	19	24	46	44	31	31	25	28	15	13	18
Hispanic	78	193	30486	100	100	99	505	495	505	13	20	18	39	34	29	32	30	32	16	16	21
Asian/Pacific Islander	NC	NC	1780	NC	NC	98	NC	NC	549	NC	NC	5	NC	NC	13	NC	NC	33	NC	NC	50
American Indian/Alaskan Native	NC	NC	4075	NC	NC	100	NC	NC	486	NC	NC	28	NC	NC	34	NC	NC	26	NC	NC	12
White	11	16	35192	100	100	99	532	530	534	0	0	8	18	20	19	64	53	35	18	27	39
Students with Disabilities	NC	26	9708	NC	100	100	NC	436	489	NC	71	32	NC	14	27	NC	14	24	NC	0	17
Students without Disabilities	100	208	65801	99	99	98	511	503	525	7	12	11	38	36	23	38	34	34	16	17	33
Limited English Proficient Students	47	81	16928	100	100	100	NA	468	485	NA	50	29	NA	25	33	NA	25	26	NA	0	12
Migrant Students	NC	NC	750				NC	NC	499	NC	NC	21	NC	NC	29	NC	NC	30	NC	NC	20
Economically Disadvantaged	80	179	36411				512	492	503	8	21	19	38	36	29	38	29	32	16	14	20
Non-Economically Disadvantaged	28	55	39040				505	509	534	9	9	8	36	31	19	41	40	34	14	20	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	108	233	75492	100	100	100	506	501	519	20	25	12	27	26	16	41	38	47	12	11	24
All Students (Prior Year)	105	223	75221	100	100	100	492	496	523	26	25	8	31	26	16	38	42	56	5	7	21
Female	60	121	37014	100	100	100	518	510	523	12	16	10	29	28	15	41	42	48	18	14	27
Male	48	112	38400	100	100	99	490	491	516	32	36	14	24	24	17	40	33	47	4	7	21
African American	15	18	3665	100	100	99	507	501	505	31	31	20	38	44	22	8	6	43	23	19	14
Hispanic	78	192	30438	100	100	99	500	499	508	16	24	17	29	27	21	48	41	47	6	8	15
Asian/Pacific Islander	NC	NC	1773	NC	NC	98	NC	NC	534	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	NC	NC	4081	NC	NC	100	NC	NC	498	NC	NC	25	NC	NC	26	NC	NC	40	NC	NC	8
White	11	16	35177	100	100	99	521	521	528	18	20	8	18	13	13	55	47	49	9	20	31
Students with Disabilities	NC	26	9707	NC	100	100	NC	459	495	NC	69	33	NC	31	21	NC	0	33	NC	0	13
Students without Disabilities	100	207	65785	99	99	98	510	505	522	16	21	10	27	26	16	44	41	49	13	12	26
Limited English Proficient Students	47	80	16905	100	100	100	NA	473	489	NA	25	34	NA	75	28	NA	0	32	NA	0	6
Migrant Students	NC	NC	763				NC	NC	499	NC	NC	21	NC	NC	30	NC	NC	40	NC	NC	8
Economically Disadvantaged	80	179	36302				507	499	507	22	28	18	27	25	21	38	37	46	14	9	14
Non-Economically Disadvantaged	28	54	39164				504	506	528	18	18	8	27	29	13	45	40	48	9	13	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	107	229	75053	100	100	99	525	521	597	21	22	7	22	18	12	53	56	72	3	4	9
All Students (Prior Year)	98	214	73654	94	100	99	491	499	530	35	28	9	17	18	13	48	52	70	0	1	7
Female	60	120	36872	100	100	99	554	560	621	15	16	5	18	11	9	62	68	74	6	5	12
Male	47	109	38109	100	100	99	484	474	573	29	29	10	29	26	14	42	41	69	0	3	6
African American	15	18	3636	100	100	99	522	513	568	23	25	12	31	31	16	38	38	67	8	6	6
Hispanic	77	189	30235	100	100	98	532	526	575	10	19	9	23	17	14	67	60	70	0	4	6
Asian/Pacific Islander	NC	NC	1768	NC	NC	98	NC	NC	651	NC	NC	3	NC	NC	5	NC	NC	72	NC	NC	19
American Indian/Alaskan Native	NC	NC	4044	NC	NC	99	NC	NC	550	NC	NC	13	NC	NC	17	NC	NC	66	NC	NC	4
White	11	15	35028	100	94	99	554	533	613	36	33	6	18	20	10	36	40	73	9	7	11
Students with Disabilities	NC	24	9625	NC	100	100	NC	379	530	NC	67	21	NC	17	21	NC	17	55	NC	0	4
Students without Disabilities	100	205	65428	99	98	98	528	533	604	20	18	6	22	18	11	55	59	73	4	4	10
Limited English Proficient Students	47	79	16765	100	100	100	NA	438	525	NA	50	17	NA	0	20	NA	50	60	NA	0	2
Migrant Students	NC	NC	752				NC	NC	562	NC	NC	9	NC	NC	18	NC	NC	68	NC	NC	5
Economically Disadvantaged	79	175	36077				524	505	566	25	28	10	19	17	16	50	50	69	6	5	5
Non-Economically Disadvantaged	28	54	38950				526	557	618	14	9	5	27	20	9	59	69	73	0	2	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	108	221	76019	100	100	100	496	484	499	10	14	14	41	52	39	22	17	14	26	17	33
All Students (Prior Year)	87	186	76230	100	99	100	469	465	498	18	22	12	62	61	38	11	11	12	8	6	37
Female	53	109	37207	100	100	100	501	488	499	12	14	12	45	52	41	12	13	14	30	21	33
Male	55	112	38677	100	100	100	492	480	498	9	13	15	37	51	38	31	22	13	23	14	34
African American	17	21	3817	100	95	100	479	495	475	20	16	23	47	42	47	20	16	11	13	26	18
Hispanic	68	166	29458	100	100	100	496	476	480	7	16	20	43	57	48	23	15	12	27	13	20
Asian/Pacific Islander	NC	NC	1673	NC	NC	99	NC	NC	531	NC	NC	4	NC	NC	29	NC	NC	14	NC	NC	53
American Indian/Alaskan Native	--	NC	4735	--	NC	100	--	NC	466	--	NC	28	--	NC	49	--	NC	10	--	NC	13
White	21	31	35880	100	100	100	506	504	515	10	7	7	38	40	32	19	27	16	33	27	45
Students with Disabilities	NC	20	9786	NC	100	100	NC	442	457	NC	50	39	NC	42	40	NC	0	7	NC	8	13
Students without Disabilities	99	201	66233	100	99	99	502	487	503	5	10	11	43	52	39	25	19	14	28	18	35
Limited English Proficient Students	39	68	15206	100	100	100	NA	435	459	NA	67	31	NA	17	53	NA	17	7	NA	0	9
Migrant Students	--	NC	745				--	NC	473	--	NC	22	--	NC	53	--	NC	11	--	NC	15
Economically Disadvantaged	62	154	35714				485	477	480	13	16	20	53	60	47	16	12	12	19	13	20
Non-Economically Disadvantaged	46	67	40266				506	498	513	8	9	9	31	36	33	28	28	15	33	26	43

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	108	220	76020	100	100	100	501	498	503	25	27	25	28	31	23	37	36	40	10	7	12
All Students (Prior Year)	88	187	76202	100	99	100	493	493	505	24	30	19	44	35	24	28	30	46	4	4	11
Female	53	109	37213	100	100	100	501	498	504	30	27	22	21	26	23	30	36	42	18	10	13
Male	55	111	38666	100	100	100	502	497	501	20	27	29	34	36	22	43	35	38	3	3	12
African American	17	21	3819	100	95	100	497	500	494	33	32	37	27	21	26	33	42	31	7	5	6
Hispanic	68	165	29442	100	100	99	504	496	494	23	28	37	33	34	26	33	33	31	10	5	6
Asian/Pacific Islander	NC	NC	1672	NC	NC	99	NC	NC	513	NC	NC	12	NC	NC	19	NC	NC	49	NC	NC	20
American Indian/Alaskan Native	--	NC	4735	--	NC	100	--	NC	489	--	NC	48	--	NC	25	--	NC	24	--	NC	3
White	21	31	35890	100	100	100	500	501	511	24	20	15	24	30	20	38	37	48	14	13	18
Students with Disabilities	NC	20	9784	NC	100	100	NC	480	485	NC	67	58	NC	22	19	NC	11	19	NC	0	4
Students without Disabilities	99	200	66236	100	98	99	504	499	504	18	24	23	31	31	23	39	37	42	11	7	13
Limited English Proficient Students	39	67	15198	100	100	100	NA	469	483	NA	100	59	NA	0	25	NA	0	14	NA	0	1
Migrant Students	--	NC	743				--	NC	488	--	NC	50	--	NC	28	--	NC	19	--	NC	3
Economically Disadvantaged	62	153	35703				496	494	494	31	33	37	34	31	26	22	31	31	13	5	6
Non-Economically Disadvantaged	46	67	40274				506	505	509	19	15	17	22	31	20	50	44	47	8	10	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	108	220	75673	100	100	100	484	501	530	22	16	12	32	30	25	45	52	58	1	1	4
All Students (Prior Year)	88	184	74692	100	98	99	472	480	502	37	31	18	35	35	27	26	31	47	1	3	8
Female	53	109	37099	100	100	100	506	519	548	15	12	8	27	25	22	55	61	64	3	3	6
Male	55	111	38441	100	100	99	464	484	513	28	21	16	36	36	29	36	43	52	0	0	3
African American	17	21	3791	100	95	99	489	509	506	33	26	18	13	11	29	47	58	50	7	5	3
Hispanic	68	165	29305	100	100	99	471	500	507	19	14	16	42	34	31	39	52	51	0	0	2
Asian/Pacific Islander	NC	NC	1665	NC	NC	99	NC	NC	573	NC	NC	6	NC	NC	16	NC	NC	67	NC	NC	10
American Indian/Alaskan Native	--	NC	4707	--	NC	100	--	NC	492	--	NC	19	--	NC	33	--	NC	46	--	NC	1
White	21	31	35760	100	100	99	497	505	550	19	17	9	29	30	21	52	50	64	0	3	6
Students with Disabilities	NC	20	9706	NC	100	100	NC	394	462	NC	60	36	NC	20	32	NC	20	31	NC	0	1
Students without Disabilities	99	200	65967	100	98	99	496	509	536	16	13	10	34	31	25	48	55	60	2	1	5
Limited English Proficient Students	39	67	15115	100	100	100	NA	441	471	NA	33	26	NA	67	38	NA	0	35	NA	0	1
Migrant Students	--	NC	738				--	NC	488	--	NC	23	--	NC	33	--	NC	43	--	NC	1
Economically Disadvantaged	62	153	35541				459	501	504	25	15	17	38	31	31	38	54	50	0	0	2
Non-Economically Disadvantaged	46	67	40091				505	503	550	19	19	9	27	28	21	51	49	64	3	4	6

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	182	75001	100	100	99	447	450	468	50	50	37	39	36	36	9	13	16	2	1	10
All Students (Prior Year)	78	161	71167	98	100	99	437	438	463	62	62	38	35	31	41	3	5	14	0	1	7
Female	40	77	36846	100	100	99	454	450	468	42	50	36	50	41	38	8	7	16	0	2	10
Male	45	105	37974	100	100	99	440	451	467	57	49	39	30	32	34	10	17	16	3	1	11
African American	18	19	3720	100	100	98	451	452	446	50	46	53	33	38	33	8	8	9	8	8	4
Hispanic	44	133	26675	100	100	98	432	446	448	57	53	52	43	36	34	0	11	10	0	1	4
Asian/Pacific Islander	--	--	1575	--	--	99	--	--	504	--	--	18	--	--	33	--	--	20	--	--	29
American Indian/Alaskan Native	NC	NC	4731	NC	NC	98	NC	NC	438	NC	NC	61	NC	NC	30	NC	NC	7	NC	NC	2
White	19	26	37785	86	90	99	468	472	482	35	35	25	47	43	39	18	22	21	0	0	15
Students with Disabilities	10	23	8802	100	100	100	405	413	418	100	90	79	0	10	16	0	0	3	0	0	1
Students without Disabilities	75	159	66199	100	97	99	449	453	472	47	46	34	42	38	38	9	14	17	2	2	11
Limited English Proficient Students	24	46	11710	92	100	100	NA	438	429	NA	70	70	NA	30	25	NA	0	4	NA	0	1
Migrant Students	NC	11	709				NC	408	442	NC	100	57	NC	0	34	NC	0	7	NC	0	2
Economically Disadvantaged	48	115	29814				446	449	448	57	53	53	35	33	33	4	12	10	4	3	4
Non-Economically Disadvantaged	37	67	45170				447	452	479	45	46	28	42	41	38	12	14	20	0	0	14

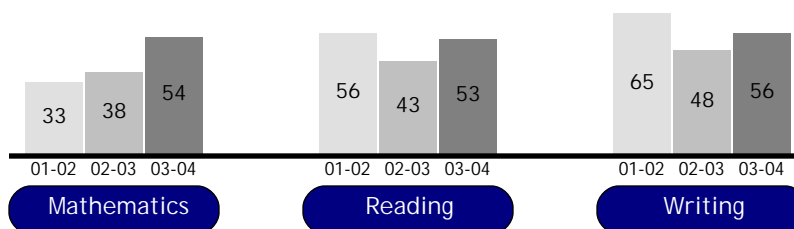
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	182	74918	100	100	99	479	487	497	39	33	32	29	27	19	25	34	35	7	6	15
All Students (Prior Year)	77	160	71100	96	99	99	483	491	502	38	31	25	33	31	21	26	29	40	3	9	15
Female	40	77	36805	100	100	99	496	490	501	23	30	28	31	28	19	35	35	37	12	7	16
Male	45	105	37936	100	100	99	464	484	493	53	35	35	27	27	18	17	33	33	3	5	14
African American	18	19	3719	100	100	98	483	485	481	42	38	43	25	23	21	17	23	29	17	15	7
Hispanic	44	133	26645	100	100	98	465	483	478	43	34	46	30	28	20	26	36	27	0	2	6
Asian/Pacific Islander	--	--	1571	--	--	99	--	--	521	--	--	18	--	--	15	--	--	38	--	--	30
American Indian/Alaskan Native	NC	NC	4729	NC	NC	98	NC	NC	468	NC	NC	57	NC	NC	19	NC	NC	19	NC	NC	4
White	19	26	37773	86	90	99	499	508	511	24	17	20	35	30	18	29	35	41	12	17	21
Students with Disabilities	10	23	8801	100	100	100	426	449	448	100	80	75	0	10	13	0	10	10	0	0	2
Students without Disabilities	75	159	66117	100	97	99	482	490	501	36	29	28	30	29	19	26	36	37	8	6	16
Limited English Proficient Students	24	46	11706	92	100	100	NA	469	454	NA	40	71	NA	40	16	NA	20	12	NA	0	1
Migrant Students	NC	11	706				NC	459	467	NC	75	55	NC	25	22	NC	0	20	NC	0	4
Economically Disadvantaged	48	115	29785				472	485	477	43	33	47	30	29	20	22	34	26	4	4	6
Non-Economically Disadvantaged	37	67	45115				483	489	508	36	32	23	27	25	18	27	34	39	9	8	20

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	182	74503	100	100	99	471	480	491	13	10	9	39	38	32	39	45	51	9	8	8
All Students (Prior Year)	75	155	69001	94	96	96	472	476	490	33	23	17	46	49	37	21	27	45	0	0	1
Female	40	77	36686	100	100	99	505	492	506	8	7	5	31	33	29	46	52	57	15	9	9
Male	45	105	37644	100	100	98	442	471	476	17	12	13	47	41	36	33	40	45	3	7	6
African American	18	19	3677	100	100	97	484	487	475	8	8	12	42	38	36	42	46	46	8	8	5
Hispanic	44	133	26500	100	100	97	434	471	467	17	11	13	57	42	39	17	41	44	9	6	4
Asian/Pacific Islander	--	--	1566	--	--	99	--	--	537	--	--	5	--	--	23	--	--	55	--	--	18
American Indian/Alaskan Native	NC	NC	4695	NC	NC	97	NC	NC	464	NC	NC	14	NC	NC	39	NC	NC	44	NC	NC	3
White	19	26	37606	86	90	99	523	522	508	0	0	6	24	26	28	65	61	56	12	13	10
Students with Disabilities	10	23	8662	100	100	100	318	364	409	100	63	37	0	38	42	0	0	20	0	0	1
Students without Disabilities	75	159	65841	100	97	98	480	487	499	8	6	7	42	38	32	42	48	53	9	8	8
Limited English Proficient Students	24	46	11608	92	100	100	NA	454	430	NA	20	23	NA	50	47	NA	20	28	NA	10	1
Migrant Students	NC	11	701				NC	388	449	NC	67	17	NC	33	43	NC	0	38	NC	0	1
Economically Disadvantaged	48	115	29587				463	479	465	13	11	14	39	35	40	39	47	43	9	7	4
Non-Economically Disadvantaged	37	67	44898				477	481	507	12	8	7	39	41	28	39	42	55	9	8	10

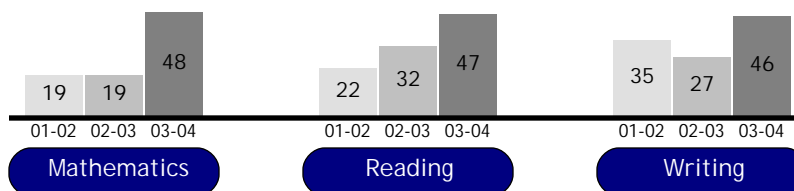
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

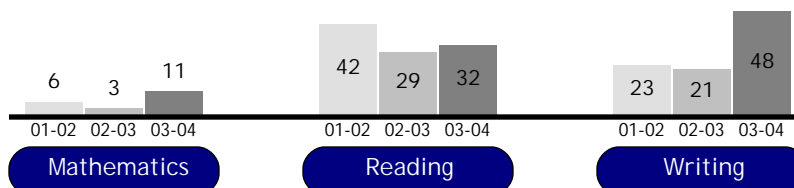
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	26	24	44	96	39	35	50	95	41	NA	58
	Language	100	20	17	39	100	32	28	43	100	36	36	50
	Mathematics	100	34	31	52	99	46	41	57	100	57	53	64
3	Reading	100	21	24	43	95	27	27	47	100	34	NA	55
	Language	100	34	33	50	97	32	35	54	100	41	41	61
	Mathematics	100	26	28	50	98	35	38	54	100	52	49	61
4	Reading	99	32	27	47	92	52	40	52	99	33	NA	56
	Language	99	38	30	45	99	46	37	48	100	32	33	52
	Mathematics	97	44	37	52	100	69	51	57	100	60	54	61
5	Reading	100	28	21	46	99	34	33	50	100	49	NA	55
	Language	100	24	21	43	99	34	33	46	100	40	39	49
	Mathematics	100	34	26	54	100	46	42	57	100	68	57	63
6	Reading	98	32	32	49	96	41	31	53	100	43	NA	56
	Language	96	39	32	42	100	32	24	45	100	37	36	48
	Mathematics	98	43	44	58	100	56	45	62	100	60	56	66
7	Reading	98	34	37	48	96	38	36	51	100	46	NA	54
	Language	98	51	52	51	99	48	44	54	100	49	42	58
	Mathematics	100	47	49	54	99	44	52	58	100	50	51	62
8	Reading	97	36	40	49	100	44	44	53	100	35	NA	55
	Language	97	41	43	46	100	40	42	49	100	33	39	52
	Mathematics	100	51	52	54	100	48	49	58	100	44	51	61

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Sheely Farms Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Developing Parent Involvement Programs
- Ü School Improvement
- Ü School Safety Issues
- Ü School, Business, Community Relations

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	46.00
Other Professional Staff	4.00	Teacher Aide	1.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	6	0	0
4 to 6 years	7	6	0	0
7 to 9 years	5	2	0	0
10 or more years	2	7	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	36
Core academic classes taught by Highly Qualified (NCLB) teachers.	96
Teachers with Emergency Certificaton.	1

Resources Available at School Site

Special Facilities

- Ü School Library Resource Center
- Ü Extended Activity Fields

Extracurricular Activities

- Ü MacRo Math Program
- Ü Afterschool Tutoring Program
- Ü Activity Based Afterschool Program
- Ü Intermural Sports Program

Social Services

- Ü School Counseling Program
- Ü Partnership with Local Businesses
- Ü Open Community Library

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Students in numerous grade levels are demonstrating tremendous academic growth as measured on national assessments.
- ü One-hundred percent of third grade students accomplished the goals to be considered in the Principal's Math Club.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	45	72
Grades 3-4	77	90
Grades 4-5	63	68
Grades 5-6	77	89
Grades 6-7	77	61
Grades 7-8	66	56

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Sheely Farms Elementary School is committed to creating a safe and orderly climate for learning. The school is involved in modeling positive citizenship to its students throughout all daily activities.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	James Dean	(623) 907-5270
Transportation Policy	Dennis Povee	(623) 936-9740
Community Resources	Heather Anderson	(623) 907-5270
School Nutrition Programs	Bill Christensen	(623) 936-9740
Parent Organization	Brenda Catlett	(623) 907-5270
Student Health/Nurse	Deborah Browning	(623) 907-5270

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.